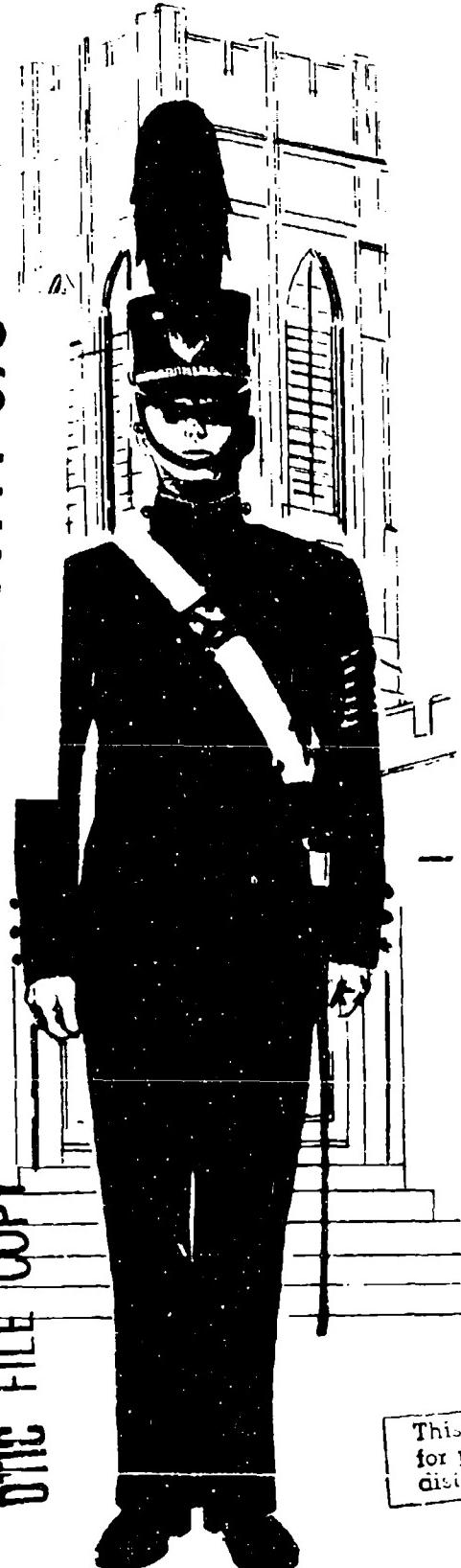


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Description and Evaluation
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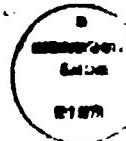
DESCRIPTION AND EVALUATION OF THE
PILOT LEADERSHIP DEVELOPMENT CLINIC

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Project Number: 381
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April 1984

ABSTRACT

This report presents a description and evaluation of a pilot Leadership Development Clinic (LDC) established at USMA by direction of the Commandant. The purpose of the pilot, known in some quarters as an Assessment Center, was to ascertain its potential usefulness as a method of leadership development for cadets. It was implemented during March/April 1983 when eighteen Second Class cadets (Class of 1984) participated in five simulations and were evaluated by trained assessors on 12 job skills important for successful performance as a second lieutenant. Evaluation of the usefulness of the LDC by cadets, assessors, and NCOs indicates that it provided a valuable leadership development experience for cadets and should be expanded so that more cadets can participate.

NOTE: Any conclusions in this report are not to be construed as official U. S. Military Academy or Department of the Army positions unless so designed by other authorized documents.



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EXECUTIVE SUMMARY

A. BACKGROUND AND PURPOSE. During the past 10 years the assessment center method of leadership evaluation and development has been used increasingly in private industry, government, and the armed services. On 7 February 1983 the Commandant directed that the Cadet Counseling Center (CCC) establish a pilot assessment center, which later became known as the Leadership Development Clinic (LDC), to determine its potential usefulness as a method to train and develop cadets on job skills needed by second lieutenants. This report describes the implementation of the pilot LDC and documents the results of its evaluation and cadet performance.

B. IMPLEMENTATION.

1. The LDC used an assessment center package developed by TRADOC-ROTC, called the Leadership Assessment Program (LAP). The LAP was developed as a result of a directive from the Chief of Staff of the Army, and is meant to improve Army precommissioning selection, training, and retention programs. The LAP measures twelve important job skills dealing with communication, motivation, interpersonal relations, administration, and decision making by means of cadet performance on five simulations of the typical second lieutenant's job.

2. Eighteen Second Class cadets from the Class of 1984 participated in the five simulations and were observed by tactical officers and cadet counselors who had received special training in the assessment center method. Three NCOs played a sergeant's role in the counseling simulation.

3. At the conclusion of the five simulations the assessors pooled their observations and wrote final reports on each cadet's performance. The reports covered specific strengths and weaknesses on the twelve skills and listed a series of follow-on developmental opportunities. At a one-hour feedback session the final report and a thorough verbal explanation were given to each cadet.

C. EVALUATION OF THE LDC. Evaluations concerning the usefulness of the LDC as a leadership development method were obtained by questionnaires given to and oral feedback received from cadets, assessors, and the NCOs. The evaluations by all parties were very favorable. They considered the LDC to be a valuable experience for cadets and to have high value for surfacing leadership strengths and weaknesses, giving a realistic view of the junior officer job, and serving as leadership/management training. The evaluators also stated that they had profited personally and professionally from their experience and that the LDC has a role to play at West Point and should be expanded so that more cadets can participate. The chief problem areas centered around the lack of adequate follow-on developmental programs, the amount of time that assessors are away from their regular jobs, and at times, the less than timely feedback to cadets because of other than LDC time demands on the assessors.

D. CADET PERFORMANCE.

1. In addition to evaluating the LDC's usefulness, information on cadet performance on the twelve skills is also of interest and is summarized in this section.

2. As a group, cadets scored highest on oral communication/presentation, sensitivity, decisiveness, written communication, and initiative. They were lowest in delegation and administrative control, the only skills on which they scored below the acceptable level of performance for a new second lieutenant. Should these findings be cross-validated when additional groups of cadets participate in the LDC, substantive guidance regarding areas of concern for USMA will be available.

3. As a way of analyzing the performance data in more detail, the 18 cadets were divided into three groups of six, based on their cumulative five semester performance in military development. A significant positive relationship between military development and LDC scores was found, but this relationship was not a perfect one because the low military development group performed highest on sensitivity, the middle group was tops in delegation and decisiveness, the high and low groups tied for top honors on judgment, and the high and middle groups tied on administrative control.

DESCRIPTION AND EVALUATION OF THE PILOT LEADERSHIP DEVELOPMENT CLINIC

I INTRODUCTION

On 7 February 1983 the Commandant, U.S. Military Academy, directed the Cadet Counseling Center (CCC), with assistance from the Office of Institutional Research (OIR), to establish a pilot Leadership Development Clinic (LDC) or Assessment Center for cadets. The pilot was implemented in March/April 1983 with the purpose of ascertaining the usefulness of the LDC at West Point as a method of leadership development. This report documents the pilot by describing the conduct and presenting the results of the evaluation of the LDC. Additional documentation is available in the CCC in a binder which contains the many day-to-day steps that were needed to implement the LDC.

II IMPLEMENTATION

A. Definition. The LDC is a leadership evaluation and development method whereby cadets participate in a variety of simulations of a second lieutenant's job. During the course of the simulations, trained assessors observe and evaluate each cadet's performance, and later provide feedback to each participant regarding his strengths and weaknesses on important job skills. Individual development programs, if needed, are then structured to provide continued growth.

B. Resources. To implement the pilot LDC required resources in terms of cadets, assessors, role players, and the Leadership Assessment Program (LAP) from TRADOC-ROTC.* The paragraphs below summarize the major resources used to implement the LDC.

1. Cadets. The four regiments were asked to provide a representative sample of 20 Second Class cadets from the Class of 1984, with some being high on leadership potential, some in the middle, and some marginal (but not deficient). Two of the cadets were available as alternates but did not participate in the LDC because of the 100% turnout of the other 18 cadets. Sixteen of the 18 participants were males and two were females.

2. Assessors. The assessors (observers) consisted of five members of the Cadet Counseling Center (LTC W. Wilson, CPT R. Aldrich, CPT E. DiSilvio, CPT R. Johnson and Mrs. D. Mahan) and two Tactical Officers (CPT B. Brant and CPT C. Enright). The assessors underwent a 30-hour training program - 18 hours in-class and 12 hours out-of-class. The training centered on the primary assessor duties of recognizing, recording, classifying, and evaluating behavior, as well as data integration and feedback techniques. The training program followed closely the guidance given in the Program Administrator Manual of the LAP and was conducted by Dr. R. Butler from the OIR, who also provided the technical expertise needed to design and implement the LDC. CPT Aldrich, in addition to serving as an assessor, was the coordinator of the LDC and handled the many administrative details concerned with human and physical resources.

3. Role Players. The counseling simulation required someone to play the role of a sergeant who recently had a significant drop-off in performance. Two NCOs from the Office of the Commandant (SGT S. Graves and SGT T. Luckett) and one from the Department of Military Instruction (SGT D. Woodlief) played the sergeant's role. The only other simulation requiring a role player was the oral presentation to the company commander. Several of the officer-assessors played this role.

*The assistance of LTC Jim Wood and Mr. Steve Prelewicz of TRADOC-ROTC is gratefully acknowledged.

4. Leadership Assessment Program.

a. We were able to make use of an already developed assessment center, called the Leadership Assessment Program (LAP), which resulted in a tremendous savings in cost and time. The LAP is one part of a five part package developed by TRADOC-ROTC after a directive from the Chief of Staff of the Army as a result of the Review of Education and Training for Officers (RETO) Study Group recommendation. The TRADOC Deputy Chief of Staff for ROTC acted as the Army's agent for development of the package, which is meant to improve the Army's precommissioning selection, training, and retention programs. For those interested in the detailed background and current status of the LAP, please turn to Appendix A.

b. The complete LAP package was provided to USMA at no charge. The package consists mainly of manuals, video tapes, identified skills, and simulations. The manuals and video tapes were used as assessor training aids and reference sources. The simulations, five in number, were the vehicles by which cadets displayed their abilities on the identified skills. Two parts of the LAP, identified skills and simulations, deserve further description because they are vital to a full understanding of what was measured and what vehicles were used to allow the measurements to take place.

(1) Skills. Based on extensive job analyses and field testing, the DCSRRTC developed a final list of 12 skills (dimensions) which were considered critical for successful performance at the second lieutenant level. The list consisted of the following skills:

Oral Communication Skill: The ability to express oneself effectively in individual or group situations; includes gestures and other non verbal communication.

Written Communication Skill: The skill required to express ideas clearly in writing, using good grammatical form.

Oral Presentation Skill: The ability to present ideas or tasks to an individual or to a group when given time for preparation; includes gestures and other non verbal communication.

Influence: The art of using appropriate interpersonal styles and methods in guiding subordinates, peers, superiors, and groups toward task accomplishment.

Initiative: The active attempts to influence events to achieve goals beyond those called for; originating action; self-starting rather than passive acceptance.

Sensitivity: Those actions that indicate a consideration for the feelings and needs of others.

Planning and Organizing: The ability to establish a course of action for self or others to accomplish a specific goal; planning proper assignments of personnel and appropriate allocation of resources.

Delegation: The ability to use subordinates effectively; the allocation of decision-making and other responsibilities to the appropriate subordinates.

Administrative Control: The ability to establish procedures for monitoring and regulating processes, tasks, or activities of subordinates and job activities and responsibilities; to monitor actively the results of delegated assignments or projects.

Problem Analysis: The skill required to identify a problem, secure information relevant to the problem, relate problem data from different sources, and determine possible causes of problems.

Judgment: The ability to develop alternative courses of action and make decisions based on logical assumptions that reflect factual information.

Decisiveness: The readiness to make decisions, render judgments, take action, or commit oneself.

(2) Simulations. Each of the 18 cadets participated in five simulations (exercises) which provided an extensive look at all the identified skills while, at the same time, simulated the major portions of the typical responsibilities handled by second lieutenants in the U.S. Army. The five exercises included:

(a) A 21-item in-basket test in which the cadet is placed in the role of platoon leader and has to respond to memoranda, letters, or action items from peers, superiors, and subordinates.

(b) An assigned role leaderless group discussion during which the cadet is a representative of his/her military unit as a special meeting of a post maintenance review board responsible for making decisions about the allocation of excess year-end funds. Each cadet must present and defend his/her unit's request for additional funds.

(c) An oral presentation in which the participant has to make a formal military presentation to his/her company commander explaining the results of the group discussion exercise and why the unit received or did not receive its share of the excess funds.

(d) A counseling simulation where the cadet must interact one-on-one with an experienced subordinate sergeant whose performance has deteriorated over the last few months. The cadet must determine the possible causes of the performance problem and obtain agreement from the subordinate for a positive change in behavior. (One of the most difficult problems for second lieutenants is to hold these types of performance discussions with senior non-commissioned officers who have had 15 to 20 years experience in the U.S. Army. This exercise simulates, and provides evaluated practice for that difficult situation).

(e) A scheduling exercise in which the participant must prepare a training schedule to accommodate training and operational requirements placed upon his/her platoon.

(3) The following chart shows which skills were measured by which exercises. Note that the 12 skills have been grouped into five broader categories.

CHART 1
Skills Measured By Each Exercise

JOB RELATED SKILLS	IN-BASKET	LEADERLESS GROUP DISCUSSION*	SCHEDULING	COUNSELING SIMULATION
COMMUNICATIONS				
Oral Communication Skill		X		X
Oral Presentation Skill		X		
Written Communication Skill	X			
PERSONAL/MOTIVATIONAL				
Initiative	X	X		
INTERPERSONAL				
Sensitivity	X	X		X
Influence		X		X
ADMINISTRATIVE				
Planning and Organizing	X		X	
Delegation	X			
Administrative Control	X			
DECISION-MAKING				
Problem Analysis	X	X		X
Judgment	X			X
Decisiveness	X	X		

*For purposes of this table, the oral presentation exercise, which measures only the oral presentation skill, was combined with the Leaderless Group Discussion.

Key: X indicates that the skill is measured by an exercise.

C. Procedure.

1. Assessment of cadet skills was conducted at the CCC in three cycles (each consisting of six cadets and three assessors) requiring seven hours participation of each cadet. The cycles were completed at the following times with the listed simulations:

<u>Cycle 1</u>	<u>Cycle 2</u>	<u>Cycle 3</u>	<u>Time</u>	<u>Simulation</u>
29 Mar	4 Apr	6 Apr	1530-1830	Scheduling Training, In-Basket
30 Mar	5 Apr	7 Apr	1530-1830	Group Discussion, Oral Presentation
31 Mar	6 Apr	8 Apr	1530-1630	Counseling

2. Video tape recordings were made of the three Group Discussions and for some of the Oral Presentation and Counseling sessions for subsequent playback by cadets as a developmental opportunity.

3. To evaluate cadet performance on each of 12 skills in each of the simulations, a five-point scale was used, with:

5 = Much more than acceptable: significantly above criteria required for successful job performance.

4 = More than acceptable: generally exceeds criteria relative to quality and quantity of behavior required.

3 = Acceptable: meets criteria relative to quality and quantity of behavior required.

2 = Less than acceptable: generally does not meet criteria relative to quality and quantity of behavior required.

1 = Much less than acceptable: significantly below criteria required for successful job performance.

4. Cadets were rated relative to the requirements of the target-level position (new second lieutenant), and not relative to each other. Thus, it was possible for all cadets to achieve a "5" or a "1" or any score on any skill. By providing a numerical score it was possible to produce profiles of cadets which clearly outlined their strengths and weaknesses. The profiles were used by assessors as guidance in writing final reports and by the CCC and OIR for research purposes. It should be clearly noted that the final reports given to cadets and their Tactical Officers were void of any numerical quantification. This procedure was followed because the goal of the LDC was cadet development and we wanted to avoid the stigma which is sometimes attached to numbers.

5. At the conclusion of each cycle the three assessors met to integrate the data they had gathered from observing and scoring the simulations, and each assessor then wrote final reports on two cadets. The final report, which described how the cadet performed on each of the 12 skills and recommended developmental opportunities, and oral feedback were given to each cadet by an assessor during a one hour feedback session. The final report was also given to each cadet's Tactical Officer and discussion between the cadet and Tac was strongly encouraged.

6. At the conclusion of the oral feedback session each cadet was given a questionnaire designed to obtain cadet reactions to the LDC (Appendix B). The cadets were asked to complete the questionnaire in the privacy of their own rooms and to return it anonymously to the CCC via the Message Center.

7. The seven assessors were also asked to complete a questionnaire meant to obtain their evaluations of the LDC (Appendix C).

III EVALUATION OF THE LDC

As mentioned earlier, a primary purpose of the pilot LDC was to ascertain the usefulness of the LDC as a leadership training experience for cadets. To determine if this end was met, questionnaires regarding the value of the LDC were distributed to the 18 cadets and 7 assessors, role players' comments were obtained, and oral feedback was solicited from cadets and assessors during and after the pilot. Each of these, in turn, will now be discussed.

A. Cadet Questionnaire Results.

1. Appendix B contains cadet responses to the questionnaire. For questions 1-5 the number of cadets answering with each response is typed next to the response. In general, cadets considered the LDC to be a valuable experience (Q.1), and to have high value for surfacing strengths/weaknesses, giving a realistic view of the junior officer job, and serving as leadership/management training (Q.2). They also felt that the evaluations made by the observers were helpful or very helpful (Q.4), and that observers handled the feedback session very well (Q.5). Question 3 results show that cadets considered the Counseling exercise to be the most beneficial ($\bar{X} = 3.44$), followed by the In-Basket ($\bar{X} = 3.28$), the Maintenance Review Board Group Discussion ($\bar{X} = 3.17$), the Oral Presentation ($\bar{X} = 3.06$), and Scheduling ($\bar{X} = 2.83$). In light of previous research showing that graduates sometimes have difficulties in interacting with subordinates, it is interesting to note that Counseling was ranked as most beneficial.

2. Unedited cadet responses to each essay question are also shown in Appendix B. A summary of each response is as follows:

Q.6: What were your expectations about the LDC? Were they met?

Nine cadets did not know what to expect and therefore could not have their expectations met or not met. Four said they expected their leadership strengths and weaknesses to be pointed out, and they were. Each remaining cadet listed expectations that were only listed by himself or herself and therefore cannot be grouped with responses of other cadets.

Q.7: What were the benefits you received from the LDC?

The vast majority of cadets stressed that the major benefit was that they received knowledge of their leadership strengths and weaknesses and/or advice on how to develop their talents. Two said they received a preview of the second lieutenant's job and two said there were no or only negligible benefits.

Q.8: Do you think the LDC should be junked, expanded so that many cadets can participate in it, or kept at the pilot level for more evaluation? Why?

Fifteen cadets stated that the LDC should be expanded because of the benefits they received (see Q.7) and because it adds something valuable to the current leadership system. Two cadets said keep it at the pilot stage for further testing, and one cadet gave an ambiguous response.

Q.9: Other comments on the conduct of LDC, e.g., how could it be improved?

About half the cadets said they could think of no improvement or made no comment at all. Three said that feedback should be given sooner than it was. Remaining suggestions for improvement were not listed by more than one cadet.

B. Assessor Questionnaire Results.

1. Appendix C shows assessor responses to the questionnaire. Assessors considered their 30 hour training program, in which they learned assessor duties, to be effective (Q.1), about the correct length of time (Q.2), and either a valuable or extremely valuable experience for their own personal and professional development (Q.4). They also perceived the 12 leadership dimensions that are assessed to be very accurate representations of junior officer job requirements (Q.5). Like cadets, the assessors attributed high value to the LDC for surfacing cadet strengths and weaknesses, giving realistic previews of junior officer jobs, and serving as leadership/management training for cadets (Q.6). Assessors considered the In-Basket, Maintenance Review Board Group Discussion, and Counseling to be the most valuable exercises, and Scheduling the least valuable (Qs. 8-9). They also saw the LDC experience as having spinoff benefits in the areas of evaluating and counseling subordinates in future assignments (Q.10).

2. Unedited assessor responses to each essay question are also shown in Appendix C. The responses show that all seven assessors see a role for the LDC at USMA, and indicate that it might fulfill a number of functions; e.g., a diagnostic tool, selection tool for COC positions, assisting cadets on military development, aiding instruction by DMI, replacing Military Development Ratings by peers and instructors, and training of cadets referred by Tacs (Q.11). Responses to Q.12 indicate that the assessors received a number of benefits from being associated with the LDC, and Qs.13 and 14 responses indicate that a number of changes can be made in assessor training and in conducting the LDC which would improve the program.

C. Role Player Comments.

As mentioned earlier, during the Counseling simulation, three experienced NCOs played the role of a sergeant who recently had a drop-off in performance. The NCOs were unanimous in their high praise of the program, indicating that cadets do not get enough interaction of the kind generated in the LDC, and that they would be available for additional duties connected to the LDC. Comments by the three NCOs can be found at Appendix D.

D. Oral Feedback From Assessors and Cadets.

1. During the course of the LDC informal conversation took place between the program administrators (LTC Wilson, CPT Aldrich, and Dr. Butler) and the assessors and cadets. Both the assessors and cadets were virtually unanimous in their praise for the LDC, but did bring forth some concerns. The chief concern of the assessors was that during the course of the LDC they not only had to perform assessor duties but also were still responsible for their regular job duties. Each assessor spent about 24 hours per cycle working on LDC duties. Midnight oil was a constant companion for the assessors. The assessors recommended that during the course of the LDC that assessors be relieved of their regular job duties or that full-time assessors be used.

2. The assessors also expressed concern over the lack of sound follow-on developmental programs available for cadets needing strengthening in certain skills. While a number of programs are available, the assessors considered them to be rather feeble or difficult to implement. Some relief from this situation should occur in the Fall of 1983, when follow-on programs for a number of skills will be available from ROTC. Programs for the remaining skills will be available from ROTC at a later date. However, the assessors felt that USMA should not rely too heavily on the ROTC programs and should tailor make its own programs.

3. Cadets, during the initial stages of the LDC, were concerned over the amount of time it would take (about 6-8 hours). However, while this concern did not totally vanish, it seemed to become much less significant, and enthusiasm increased, as the LDC progressed. Cadets also felt some concern that the written final reports would be used against them in some fashion by their Tacs. This feeling was eased somewhat when administrators told cadets that the LDC was primarily focused on improving cadet skills in 12 important areas, that numbers would not be incorporated into the final reports, that the LDC was separate from the Military Development Rating System, and that Tacs were aware of their roles in the LDC.

IV CADET PERFORMANCE ON TWELVE SKILLS

While not completely necessary to an evaluation of the worth of the LDC, information on how cadets performed on each of the twelve skills is of interest and of importance to USMA's long term developmental efforts. This section documents cadet performance.

A. Caveat. It is necessary to mention that the statistics presented in this section are based on a very small number of cadets. Only 18 cadets participated in the pilot study, a small number in and of itself, and as we shall see later, sometimes the group of 18 was divided into three groups of six cadets each. In any case, the end result is that the reliability of any statistic is suspect. However, this section does establish a data base that will be expanded when additional cadets participate in the LDC.*

B. Cadet Performance.

1. Table I shows how cadets performed on the twelve skills. It should be noted that the assessors, when making the numerical ratings, used as their standard the performance of new second lieutenants. Application of the 5-point scale, as described in the Procedure section, to these standards indicates that the 18 cadets as a group scored at or above the acceptable level on all skills except Delegation and Administrative Control. Fortunately, these two skills are among the easiest to learn. Cadets scored highest on Oral Communication and Oral Presentation, two skills that they get considerable practice in at West Point. The Overall Average of 3.23 is slightly above the level of acceptable performance of new second lieutenants, and the cadets still had over one year of training and education prior to their graduation and commissioning.

*On 3 June 1983 the Commandant directed that the LDC will be expanded so that more cadets can participate in it.

TABLE 1
Means and Standard Deviations on Twelve Skills

	All 18 Cadets		6 Cadets Lowest In Military Dev		6 Cadets In Middle In Military Dev		6 Cadets Highest In Military Dev	
	<u>X</u>	<u>SD</u>	<u>X</u>	<u>SD</u>	<u>X</u>	<u>SD</u>	<u>X</u>	<u>SD</u>
Oral Communication	3.78	.94	3.50	.84	3.67	1.21	4.17	.75
Oral Presentation	3.67	1.14	3.17	1.17	3.50	1.22	4.33	.82
Written Communication	3.28	1.07	2.67	.52	3.17	1.17	4.00	1.10
Initiative	3.28	1.18	2.50	.55	3.00	1.41	4.33	.52
Sensitivity	3.50	.71	3.83	.75	3.50	.55	3.17	.75
Influence	3.22	.88	3.17	.75	3.00	1.10	3.50	.84
Planning & Organizing	3.00	1.24	2.50	1.05	3.00	1.55	3.50	1.05
Delegation	2.89	1.18	2.00	.89	3.50	1.05	3.17	1.17
Administrative Control	2.67	1.19	2.33	1.37	2.83	1.17	2.83	1.17
Problem Analysis	3.11	.68	2.83	.41	3.17	.41	3.33	1.03
Judgment	3.06	.72	3.17	.75	2.83	.75	3.17	.75
Decisiveness	3.33	.69	3.00	.63	3.67	.82	3.33	.52
Overall Average	3.23	.56	2.89	.38	3.24	.62	3.57	.53

2. Another procedure for presenting data on cadet performance is shown in Table 2. The table shows the number of cadets who scored acceptable, more than acceptable, or much more than acceptable on each of the 12 skills. A large range occurred, with 17 out of the 18 cadets scoring acceptable or above on decisiveness and sensitivity to 8 of 18 on administrative control. Additionally, only two cadets scored acceptable or above on all 12 skills.

3. The findings presented in the previous two paragraphs provide some very tentative guidance for the structure of USMA's developmental programs. Should the findings be cross-validated when additional groups of cadets participate in the LDC, much more substantive guidance regarding areas of concern for USMA will be available.

TABLE 2
Cadets Performing Acceptable or Above on Each Skill

Skill	Cadets Acceptable Or Above	
	N	%
Decisiveness	17	94
Sensitivity	17	94
Oral Communication	16	89
Influence	16	89
Oral Presentation	15	83
Problem Analysis	15	83
Judgment	14	78
Initiative	13	72
Written Communication	13	72
Planning and Organizing	11	61
Delegation	11	61
Administrative Control	8	44

4. Based on the CCC's request for cadets to participate in the LDC, the Regimental-Tactical Officers selected cadets who were either high, middle, or low (actually marginal because no deficient cadets were requested) in leadership potential. The original groupings were modified somewhat by CCC and OIR by deriving a cumulative quality point average (CQPA) for MX grades.* Final groupings were then formed by classifying all cadets with a CQPA of 3.33 (B+) or above as high potential, those with a 2.33 (C+) or below as low potential, and all others as middle potential. Coincidentally, this procedure resulted in six cadets per group. Table 1 also presents the means and standard deviations of the three subgroups of cadets. Figure 1 plots the means and clearly shows that there is a positive relationship between cumulative MX grades and performance during the LDC. However, this relationship is not a perfect one, witness the low group performing the best on sensitivity, the middle group being tops in delegation and decisiveness, the low and top groups tying for top honors on judgment, and the middle and high groups tying on administrative control. As a summary statistic a zero-order correlation between the CQPA for MX grades and the LDC's overall average was computed. The correlation of .64 is significant at the .002 level. Zero-order correlations for the 12 skills are presented in Table 3.

*For each cadet the MX letter grade for the five available terms was converted to a quality point number based on the Dean's scale of A+ =4.33, A =4.0, A- =3.67, B+ =3.33, B =3, B- =2.67, C+ =2.33, -2, D =1, F/I =0. The five quality points for each cadet were multiplied by the MX weight for their respective term (MX1C1 =1.0, MX1O2 =1.0, MX2O1 =3.3, MX2O2 =1.2, and MX3O1 =2.3). Each cadet's Cumulative QPA for MX grades was then obtained by summing the products, and dividing by the sum of the MX weights for the five terms or 8.8.

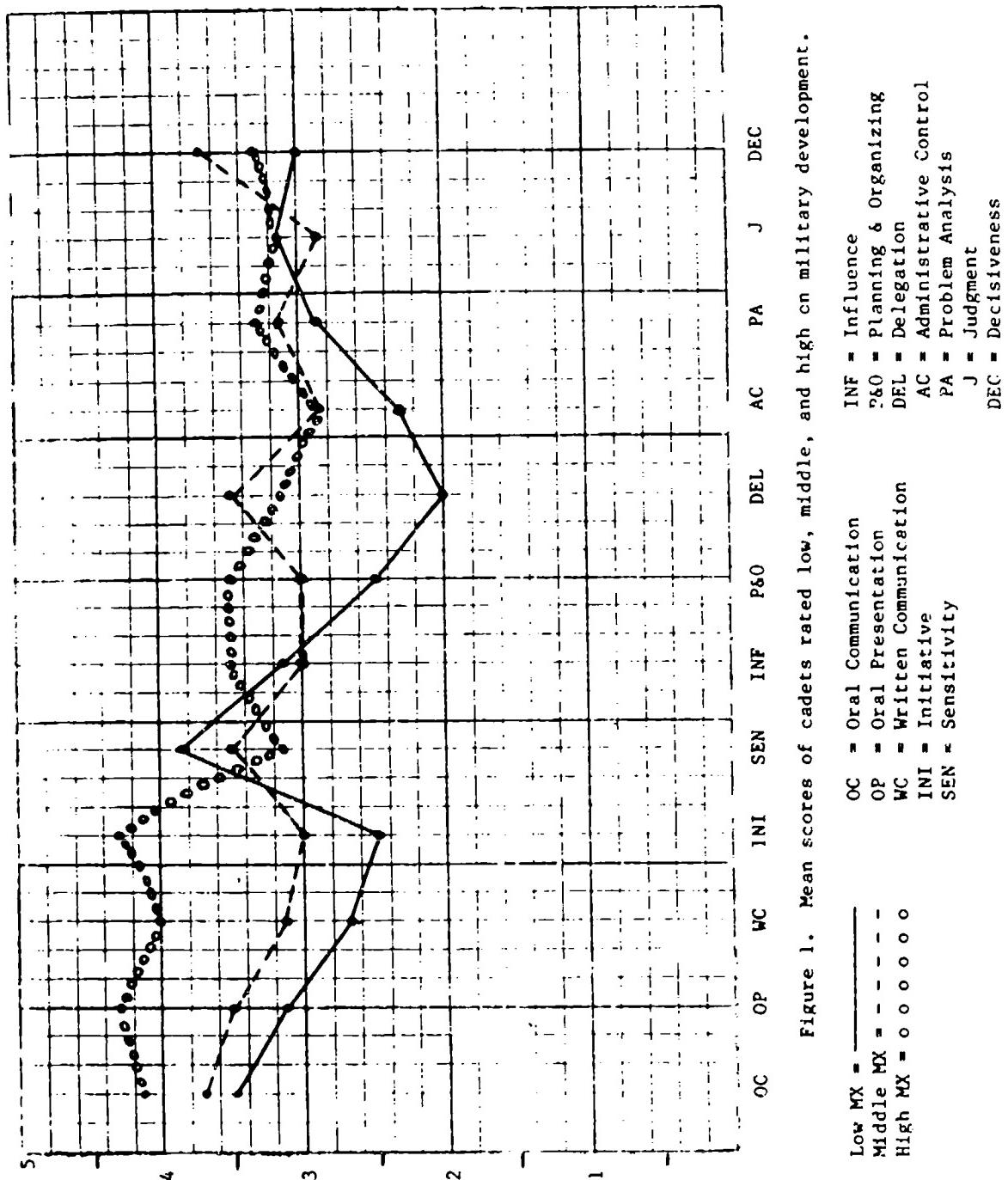


Figure 1. Mean scores of cadets rated low, middle, and high on military development.

Low MX = —	INF = Influence
Middle MX = - - -	P&O = Planning & Organizing
High MX = o o o o	WC = Written Communication
	DEL = Delegation
	INI = Initiative
	SEN = Sensitivity
	AC = Administrative Control
	PA = Problem Analysis
	J = Judgment
	DEC = Decisiveness

TABLE 3

Correlation Matrix for Twelve Skills and Military Development Performance

	MXCQPA	OC	WC	OP	INF	SEN	INI	PO	DEL	AC	PA	J	DEC
MXCQPA	-	37	58	47	20	-19	59	48	47	32	46	05	26
Oral Communication	-	30	48	35	-18	48	30	-02	19	41	-15	48	
Written Communication	-	56	18	-04	49	66	58	22	68	13	13	35	
Oral Presentation	-	20	-07	42	50	32	-17	36	-26	30			
Influence	-	-09	45	16	-09	08	35	44	26				
Sensitivity	-	-46	20	14	28	00	40	-24					
Initiative	-	40	36	32	25	05	53						
Planning & Organizing	-	72	36	35	20	48							
Delegation	-	52	24	01	56								
Administrative Control	-	12	23	50									
Problem Analysis	-	23	17										
Judgment	-	-16											
Decisiveness	-												

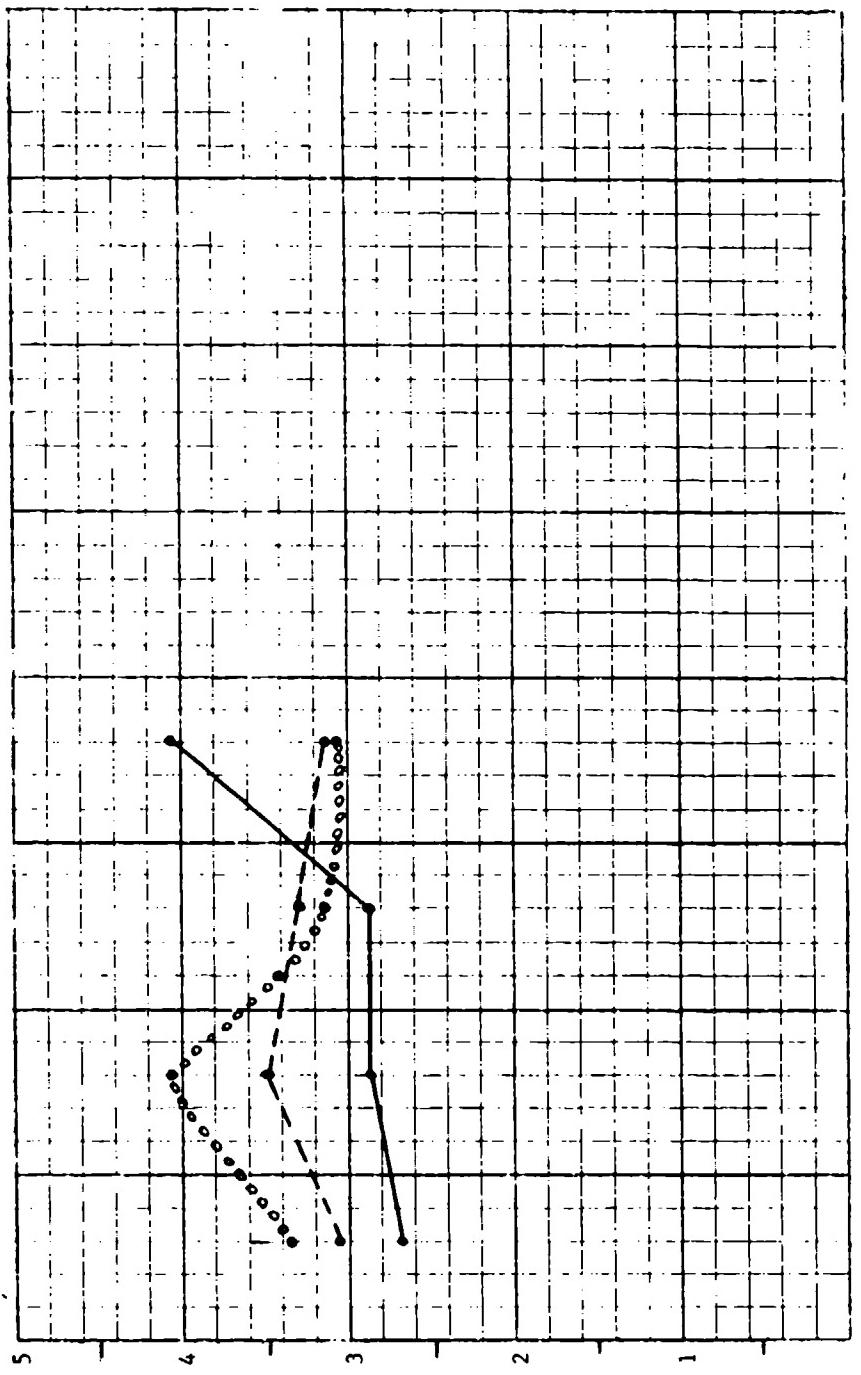
Note: Decimals omitted

5. Table 4 presents the means and standard deviation of cadets on four simulations. Relative to the 5-point scale, the 18 cadets as a group performed acceptably on each simulation, meeting the criteria as to quality and quantity of behavior required. As might be expected, the group of six cadets ranked lowest in military development also scored lowest on each of the simulations, with one major exception - Counseling. Figure 2 plots the means and clearly shows the strong performance during the Counseling simulations of those lowest in military development. A review of assessor notes of the Counseling simulation shows that this group of cadets was much more willing to listen to the sergeant's concerns, to explore more potential problem areas, and to establish a give-and-take atmosphere. The other two groups of cadets were much more likely to establish a "bossism" atmosphere - one that often did not work during this simulation.

TABLE 4
Means and Standard Deviations on Four Simulations

	All 18 Cadets		6 Cadets Lowest In Military Dev		6 Cadets In Middle In Military Dev		6 Cadets Highest In Military Dev	
	<u>X</u>	<u>SD</u>	<u>X</u>	<u>SD</u>	<u>X</u>	<u>SD</u>	<u>X</u>	<u>SD</u>
In-Basket	3.06	1.13	2.72	1.14	3.06	1.07	3.39	1.11
Leaderless Group Discussion	3.47	1.12	2.83	1.06	3.50	1.09	4.07	.87
Scheduling	3.11	1.41	2.83	1.33	3.33	1.63	3.17	1.47
Counseling	3.44	1.25	4.07	.91	3.17	1.18	3.10	1.40

6. Exploratory analyses of the data using more sophisticated statistical techniques were also completed. The intent of these analyses was not to develop definitive statements, which was an impossibility because of the small sample size, but rather to develop computer programs and procedures which can be used decisively when the data base expands. Among the exploratory analyses completed were multivariate analysis of variance (MANOVA) to test for overall differences on the twelve skills for the three groups of six cadets each, multiple regression using the twelve skills to predict CQPA for military development grades, oneway analysis of variance to test for differences among the three groups or the overall average of the twelve scores, and Cronbach's alpha to test the reliability of scores across exercises. These results will not be reported here because of interpretive problems caused by small numbers.



In-Basket Leaderless Scheduling Counseling
Group

Discussion

Figure 2. Mean scores on simulations for cadets rated low, middle, and high on military development.

Low MX = ———
Middle MX = - - - - -
High MX = · · · · ·

APPENDIX A

ROTC LEADERSHIP ASSESSMENT PROGRAM

Since the pilot LDC used the Assessment Center (AC) developed by ROTC, called the Leadership Assessment Program, a review of this program is in order.

Background

In 1977 a task force entitled the Officer Training and Education Review Group was established by the Chief of Staff of the Army. One purpose of this task force was to examine the quality of applicants being received for the precommissioning programs and the unacceptably high attrition rate of those applicants who were accepted into the three major sources of commissioning in the Army (USMA, ROTC, and BIOCC).

After one year of study, the task force issued a report called "Review of Education and Training for Officers" (RETO). The report stated that the screening procedure for admission into the Army's precommissioning programs differed among the three sources of commissioning and needed improvement so as to be more consistent and more efficient. The report called for five separate actions, one of which was the development of a performance-based assessment program to gauge the potential of future officers in decision-making, supervisory skills, organizational leadership, communication skills, and other indicators of military success. Given this direction by the Officer Training and Education Review Group, the ROTC, under the guidance of the DCSRTOC, TRADOC, initiated the development of an AC, called the Leadership Assessment Program (LAP). This program is intended as an aid for selection decisions as well as an aid for training and development.

Program Development

The first step in the development of the LAP was a comprehensive job analysis of the targeted position of second lieutenant. Specific techniques used to collect job analysis data included: 1) in-depth interviews with a representative sample of incumbent second lieutenants from the major specialties within the United States Army; 2) in-depth interviews with representative samples of captains currently supervising second lieutenants; and 3) a review of all pertinent data concerning second lieutenant positions within the Army, including job descriptions and past analysis of junior officer positions. The data collected were integrated and analyzed to develop a tentative list of dimensions necessary for successful performance in the second lieutenant position. This tentative list of dimensions was evaluated by a large sample of captains representing all the major career fields within the United States Army. From an analysis of the responses a final list of dimensions most critical to successful performance at the second lieutenant level was identified. The final dimensions which evolved from this extensive job analysis procedure were common to the typical managerial dimensions found for industrial or governmental supervisory positions. However, some of the behaviors that were included under each of these dimensions were obviously unique. The final list of 12 dimensions for the Army's Leadership Assessment Program consisted of:

Oral Communication Skill: the ability to express oneself effectively in individual or group situations; includes gestures and other nonverbal communication

Written Communication Skill: the skill required to express ideas clearly in writing, using good grammatical form

Oral Presentation Skill: the ability to present ideas or tasks to an individual or to a group when given time for preparation; includes gestures and other nonverbal communication

Influence: the art of using appropriate interpersonal styles and methods in guiding subordinates, peers, superiors, or groups toward task accomplishment

Initiative: the discipline that requires attempting to influence events to achieve goals beyond those called for; originating action; self-starting rather than passive acceptance

Sensitivity: those actions that indicate a consideration for the feelings and needs of others

Planning and Organizing: the ability to establish a course of action for self or others to accomplish a specific goal; planning proper assignments of personnel and appropriate allocation of resources

Delegation: the ability to use subordinates effectively; the allocation of decision-making and other responsibilities to the appropriate subordinates

Administrative Control: the ability to establish procedures for monitoring and regulating processes, tasks, or activities of subordinates and job activities and responsibilities; to monitor actively the results of delegated assignments or projects

Problem Analysis: the skill required to identify a problem, secure information relevant to the problem, relate problem data from different sources, and determine possible causes of problems

Judgment: the ability to develop alternative courses of action and make decisions based on logical assumptions that reflect factual information

Decisiveness: the readiness to make decisions, render judgments, take action, or commit oneself

Five exercises/simulations were developed which provided an extensive look at all the identified dimensions while, at the same time, simulating the major portions of the typical responsibilities handled by second lieutenants in the U.S. Army. The five exercises include:

1. A 21-item in-basket test in which the cadet is placed in the role of the platoon leader and has to respond to memoranda, letters, or action items from peers, superiors, and subordinates.

2. An assigned role group discussion during which the cadet is a representative of his/her military unit at a special meeting of a post maintenance review board responsible for making decisions about the allocation of excess year-end funds. Each cadet must present and defend his/her unit's request for additional funds.

3. An oral presentation in which the participant has to make a formal military presentation to his/her company commander explaining the results of the maintenance review board exercise and why the unit received or did not receive its share of the excess funds.

4. A counseling simulation where the cadet must interact one-on-one with an experienced subordinate sergeant whose performance has deteriorated over the last few months. The cadet must determine the possible causes of the performance problem and obtain agreement from the subordinate for a positive change in behavior. (One of the most difficult problems for second lieutenants is to hold these types of performance discussions with senior non-commissioned officers who have had 15 to 20 years experience in the U.S. Army. This exercise simulates, and provides evaluated practice for that difficult situation).

5. A scheduling exercise in which the participant must prepare a training schedule to accommodate training and operational requirements placed upon his/her platoon.

To ensure that assessors are familiar with the dimensions, exercises, and their duties, a training program has been developed. The first part of the training consists of studying a programmed instruction text called the "Assessor Training Guide". Twelve hours are required to complete this guide and individuals can do so at a self-determined pace. The "Assessor Training Guide" provides actual skill development in the required assessor skills of observing, recording, classifying, and evaluating behavior. The guide provides checkpoint exercises at the end of each unit in order to ensure that each of these skills was developed by the readers. At the end of the text, a competency examination is administered as a final check that the assessors have developed the skills conveyed by the "Assessor Training Guide". This innovative approach to assessor training resulted in a savings of considerable time and effort.

The second part of assessor training consists of a greater in-depth study of assessor duties, working toward standardization, and becoming familiar with the administrative procedures of the AC. It takes 20-24 hours to complete this classroom training (it took 18 at West Point).

Program Field Testing

As a result of the major innovations included in the LAP (the new training format, the new exercises, and the training of the assessors by program administrators in a variety of locations), extensive testing and development were undertaken to ensure that the final program was transmitted in its most efficient and effective format to the ROTC detachments.

The first test was conducted at Fort Benning, Georgia, in March of 1980 with instructors from seven colleges located in the South. During this initial field test, 18 ROTC cadets were assessed by a cadre of 9 ROTC instructors. The primary purposes of this preliminary field test were to examine the assessment exercises and the newly proposed format for the training of assessors.

A second field test was conducted at Fort Benning, Georgia, in May of 1980 to test the revisions that had been made to the materials, as well as to evaluate, for the first time, the use of videotapes of individuals participating in the assessment exercises as a training device. In the second test, five instructors from the Officer Candidate School at Fort Benning were trained as assessors. Ten candidates from the Officer Candidate School participated in all leadership assessment exercises and were provided feedback on their performance. As a result of the first two field tests, there were extensive changes incorporated in all program materials. The revised materials were then tested in the third and major field test which occurred in August of 1980 at Fort Knox, Kentucky.

The major purpose of the third field test was to run a test on the reliability of the modified assessor training procedures as compared to the standard training period for assessors. In this test, 12 ROTC instructors received 4 1/2 days of classroom assessor training. A second group of 12 ROTC instructors reviewed on their own time the Assessor Training Guide and received 2 1/2 days of classroom assessor training. A total of 35 ROTC cadets were assessed during this major field test. To test the reliability of the assessor training method, the 35 ROTC cadets were divided into five groups of six and one group of five cadets. Each group of cadets was assessed by two teams of two assessors. One team was comprised of assessors who had received the standard training while the second, or "shadow" team, was composed of assessors who had received the combination of programmed instruction and classroom training. Each assessor team observed one cadet group and conducted a complete assessment independent of its shadow team. Comparisons of assessor scores from the primary and shadow groups were conducted to determine the reliability of the new training method compared to standard assessor training. Spearman rho correlations ranged from a low of .43 to a high of .90. The average correlation between the assessor teams across all six assessee groups was .69. These results indicated that both assessor training methods yielded similar final cadet rankings.

A second reliability test was conducted by having all 12 teams of two assessors evaluate one cadet whose performance in all of the exercises was recorded on videotape. Each team of assessors rated the participant independently of the other assessor teams. Comparisons of the final ratings on all of the dimensions for the 6 teams trained in the normal 4 1/2 day program and for the 6 teams trained in the modified program were calculated and compared in a series of t tests. There were no significant differences on any dimensions between the groups of assessor teams. Thus, the mock candidate was evaluated in a similar manner regardless of the assessor training method. Combined, the two reliability tests indicated promise for a well-designed, abbreviated assessor training program.

During the third field test, there was also an opportunity to run a concurrent validity study. AC scores of the 35 cadets were compared to performance ratings received three days earlier in ROTC summer camp. The summer camp program has been designed to teach cadets tactical, technical, and leadership skills. Pearson product-moment correlations were calculated

comparing two overall camp measures and scholastic aptitude test (SAT) scores with mean assessment center scores. AC scores were significantly correlated with SAT scores, $r = .55$, $p < .001$; peer ratings, $r = .45$, $p < .005$; and an overall camp performance index, $r = .44$, $p < .005$. The assessors had no knowledge of the summer camp performance ratings.

The above data although promising, must be interpreted with caution. The small sample size and unique environment prohibits easy generalization. Further and more comprehensive studies on the program are now being conducted by the U.S. Army Research Institute and will be reported in future documents.

The fourth phase of the extensive pilot testing of the Leadership Assessment Program occurred in nine colleges/universities around the country. One ROTC instructor from each detachment received training as a program administrator and then returned to his/her detachment and trained other ROTC members as assessors. Each detachment then assessed about 18 cadets during the fall of 1980. The purpose of this field test was to evaluate the effectiveness of the finalized leadership assessment materials and procedures and to determine the feasibility of the LAP in actual ROTC detachment (college campus) environments. This field test at the nine colleges/universities included training 38 assessors and assessing a total of 165 students. The findings from questionnaires distributed as part of this field test were similar to those from questionnaires administered as part of the other field tests. The overall results will be presented below.

The data obtained from questionnaires distributed during each field test were overwhelmingly favorable. The one major challenge evident from the beginning of the project was the time requirements necessary to conduct the assessment of cadets in the ROTC detachments. Arranging the schedules of the cadets and of the ROTC instructors presented major obstacles to the full implementation of the LAP. However, the reactions of assessors to the entire assessment process were very positive other than to these time constraints. For example, of the 87 assessors trained in the field test at nine universities, 82 thought the assessor training was either "effective" or "very effective"; 80 thought the LAP was "a personally and professionally valuable experience"; 82 thought the LAP dimensions were "accurate" in portraying and capturing the junior officer's job requirements; 81 of the assessors were "extremely confident" or "confident" that the overall evaluations rendered by the assessment group were accurate; and 74 thought the assessor training had additional value besides simply evaluating cadet performance, particularly in the areas of evaluating subordinate performance in future assignments or as aiding in counseling or coaching cadets.

Participants in all field tests (a total of 246 cadets assessed) reacted even more positively towards the LAP than assessors. All but one cadet thought that the program in total was "good" or "very good". All but five of the cadets thought that the program was "reasonably accurate" or "very accurate" as a diagnostic instrument for identifying strengths and weaknesses. All participants thought that the feedback session was handled "very well" or "satisfactorily" by the assessors. All cadets

would "recommend" or "highly recommend" this program to fellow cadets. This latter finding seems particularly favorable since many of these cadets participated in the program on weekends on their own time. The overwhelming reaction of the participants in the LAP was highly favorable to the value of being assessed, to taking exercises which simulated the position of second lieutenant, and to the extreme value of receiving diagnostic feedback relative to individual strengths and weaknesses.

Implementation

After the fourth field test, the Deputy Chief of Staff for ROTC convened a meeting of all ROTC Regional Commanders, Professors of Military Science from the nine colleges/universities, and other project personnel to examine the results of the field tests and make final decisions on the viability of the LAP at the detachment level. Due to the time constraints of assessing thousands of applicants per year in a short time span with limited resources, the decision-makers within ROTC decided to implement the LAP in stages:

Train cadre to be assessors (SY 81-82)

Assess "high risk" cadets prior to contracting (fall 82)

Assess advanced camp marginal performers prior to their continuing in the program (fall 82)

Review the effectiveness of the LAP annually to evaluate the overall impact on the ROTC

In addition to the above, each PMS is encouraged to assess any or all of his/her cadets for developmental purposes

Current Status

As of 5 January 1983 the current status of the LAP is:

(1) All Professors of Military Science (N=300 or so) are trained LAP program administrators at their detachments and, in turn, have trained their cadre to be assessors.

(2) Assessment techniques (the recognizing, recording and evaluating of specific behaviors) were phased into the four summer camps commencing SY 82-83.

(3) All "high-risk" cadets (Basic Camp marginal performers, on campus compression students and advanced placement candidates excluding veterans with a Reenlistment Code of 1) will be mandatorily assessed on their campuses commencing in Fall of 82.

(4) As of fall 82, cadets whose Advanced Camp performance fails to meet required standards are required to undergo assessment prior to being allowed to continue in the commissioning program.

(5) In addition to mandatory assessment, the Professors of Military Science are encouraged to assess the balance of their cadets for developmental reasons.

(6) A few schools have incorporated the LAP into their curricula. e.g., Creighton University has both a 1-credit and a 3-credit course dealing with the LAP.

(7) With the development of the Assessment System nearing completion and the implementation plan for ROTC approved, attention is now turning toward Officer Candidate School (OCS) and USMA to determine the desirability and feasibility of adopting any or all of the components of the Assessment System. A LAP field test was completed at OCS. As a result of the field test OCS is implementing portions of the LAP and continuing to study further applications of this program. In February 1982, DCSRTOC briefed LTC Scott, Superintendent, USMA, and USMA implemented a pilot LAP in late March 1983.

APPENDIX B

March/April 1983

LEADERSHIP DEVELOPMENT CLINIC
CADET REACTION QUESTIONNAIRE

Instructions

The purpose of this questionnaire is to obtain your reactions to the Leadership Development Clinic. Please answer all questions as frankly and completely as possible by circling the appropriate letter that best describes your feelings and/or by writing your comments in the blank spaces provided. The data collected from this questionnaire will be used to evaluate the usefulness of the Leadership Development Clinic. Don't sign your name.

that you have participated in the Leadership Development Clinic, how do you rate the value of it to you personally/professionally?

- a. An extremely valuable experience (6)*
b. A valuable experience (10)
c. Not particularly valuable (2)
d. A complete waste of time (0)
2. How would you rate the value of the Leadership Development Clinic for the following?

	Very <u>High</u>	High	<u>Average</u>	Low	Very <u>low</u>
a. Surfacing your strengths and weaknesses	5 (5)	4 (8)	3 (5)	2 (0)	1 (0)
b. Giving you a realistic view of the junior officer job	5 (3)	4 (12)	3 (3)	2 (0)	1 (0)
c. Serving as leadership/management training	5 (4)	4 (8)	3 (4)	2 (2)	1 (0)

*Numbers in parentheses following responses are the number of cadets choosing each option.

3. How beneficial to you was it to participate in each of the five Leadership Development Clinic's simulations:

	<u>Very Beneficial</u>	<u>Beneficial</u>	<u>Moderately Beneficial</u>	<u>Not Beneficial</u>
a. Scheduling	4 (4)	3 (9)	2 (3)	1 (2)
b. In-Basket	4 (8)	3 (7)	2 (3)	1 (0)
c. Maintenance Review Board Group Discussion	4 (7)	3 (8)	2 (2)	1 (1)
d. Oral Presentation to Company Commander	4 (6)	3 (8)	2 (3)	1 (1)
e. Counseling	4 (11)	3 (5)	2 (1)	1 (1)

4. How helpful are the evaluations made by the observers in the Leadership Development Clinic?

- a. Very helpful (8)
- b. Helpful (8)
- c. So-so (2)
- d. Not helpful (0)

5. How well was the feedback session handled by the observer?

- a. Very well (17)
- b. Satisfactorily (1)
- c. Left something to be desired (0)
- d. Poorly (0)

6. What were your expectations about the Leadership Development Clinic? Were they met?

NOTE: UNEDITED CADET RESPONSES TO EACH ESSAY QUESTION ARE LISTED ON SUCCEEDING PAGES.

7. What were the benefits you received from the LDC?

8. Do you think the Leadership Development Clinic should be junked, expanded so that many cadets can participate in it, or kept at the pilot level for more evaluation? Why?

9. Other comments on the conduct of the Leadership Development Clinic; e.g., how could it be improved?

6. What were your expectations about the Leadership Development Clinic? Were they met?

"I expected or should I say I was simply extremely happy to see an effort made toward improving on or teaching leadership skills. I also expected that the Clinic would be a waste of my time. However, it was far from it."

"I expected this program to point out some of my weaknesses and some of my strengths. I learned that I had quite a few weaknesses."

"None. Since I had no expectations of the Clinic, they were neither met or not met."

"I was not really sure what to expect, but I was generally satisfied with the Clinic and the way it was run."

"I was expecting the observers to be more critical, the way most learning activities are around West Point."

"I did not know what to expect but I was pleased with the experience."

"When I was first notified that I was to participate in the LDC, I was very skeptical, thinking that it would be a waste of time. But having gone through the program, I now feel that it was an extremely good experience."

"I expected the Leadership Development Clinic to challenge me since I have very little application experience in the junior officer field. I can realistically say that I was challenged somewhat. I also expected the Clinic to give me a better look at my level of application as an officer. It also met that expectation. The Clinic also, as I expected, surfaced a few of my weaknesses."

"I did not have any expectations when I started the Clinic other than curiosity about the program and trying to see how the program could be implemented if found to be a valuable tool."

"I did not really know what to expect as no one told me anything about it except to be there."

"Wasn't sure what to expect. I thought it might be pretty boring but it was better than that."

"I thought it would be tedious and time consuming, which it was. However, after the feedback session, I can appreciate the program more."

"I had no real expectations, because I found out about it only a short time before I was to attend."

"Didn't really know what would happen or what was expected."

"To find out my strengths and weaknesses in leadership. Yes, they were met."

"None. Not applicable."

"I expected it to provide an analysis in greater depth than it did. No."

"I was expecting exactly what I got. I expected to be told what areas I was weak in and how I could improve, and I was."

7. What were the benefits you received from the LDC?

"The knowledge of what particular areas I needed to work on and develop. The ideas or advice they gave me on how to develop my weaker areas."

"As it was designed to do, it showed areas where I was weak or strong and gave helpful advice for improvement."

"As a whole, there were no benefits, because it was too short. Also, we received some of the training in MS300."

"I now know what areas of leadership I need to concentrate on more."

"I learned about my strengths and weaknesses. From this Clinic I know what I should concentrate my time on to improve."

"The program was very good in either reinforcing the knowledge of previous weaknesses and pointing out unknown strengths and weaknesses (i.e., excellent evaluation tool)."

"I received the most benefit from the Counseling session. I learned that it is not very easy to counsel a subordinate who surpasses yourself in years of age and experience in the Army. All in all, the program gave me a narrow, but comprehensive view of a junior officer's duties."

"I knew what some of my weaknesses were in leadership before I started the Clinic but the situations and feedback provided me with some concrete ideas about how I can overcome the weaknesses."

"I found areas that I was weak in and I can now make efforts to improve myself, and I now know my strengths and I can use them to their best advantage."

"I got a very good idea as to where I stand in relation to leadership skills expected of a second lieutenant. I also got a brief look at some of the work I will be doing as a second lieutenant."

"Pointed out my strengths as well as the areas in which I needed work."

"I was made aware of strengths and weaknesses in my leadership."

"I was made more aware of my weak points as well as some areas I do relatively well in."

"I now know that I need to work on how I judge different situations, and I should pay more attention to detail. I should also look at different alternate solutions to problems. I need to work on one-on-one counseling sessions."

"I realized how my abilities will work for or against me in a 2LT situation."

"Feedback. Others views of myself."

"I felt that they were negligible."

"I have had my own opinions of how I do things but many times I wasn't really sure that other people saw me the same way. The LDC gave me the opinion that my observer saw me basically the same way as I perceive myself."

8. Do you think the Leadership Development Clinic should be junked, expanded so that many cadets can participate in it, or kept at the pilot level for more evaluation? Why?

"I think this program should definitely be expanded. This program introduces cadets to some of the more common duties and requirements of a 2Lt. Furthermore, this program provides an assessment of how that cadet performed these duties. Where a cadet showed a below average performance the program provided information to the cadet on how to improve their performance."

"Expanded, because it is better than the existing system."

"I think it should be expanded so that all cadets can participate, because it gives concrete ideas that cadets can work on to improve, whereas all the current system does is just evaluates, and give no real areas or means to improve oneself."

"I think it should be expanded due to the fact that it was helpful to me. I think it would be an asset to the leadership program here."

"As a program for a whole "Class," I don't think it would be very beneficial, because of time constraints, and the fact that there would be a lot of animosity toward the program."

"Expanded, because more people should be allowed the experience I received. Care must be taken to keep it handled as professionally with many as it was with a few."

"I think it should be used for people who may do poor in ratings. This may give them a base for where they can improve."

"Expanded - I myself felt that I learned a great deal about myself. Also, some exercises (especially Counseling) were good to go through just for the experience."

"I think the Leadership Development Clinic should be expanded in order for more cadets to participate in it. I also believe that the LDC should incorporate more areas of a junior officer's job. The program's expansion will help the cadet realize his weaknesses and strengths in various areas."

"I think it should be expanded to be used for cadets who are failing Military Development but it should also include randomly selected cadets out of the Corps periodically so that the graders do not develop any biases."

"I think it should be expanded slightly. It is very beneficial, however, it takes a very long time to evaluate each cadet."

"I think your Clinic should be expanded. I did not emerge as the perfect leader, and I feel that the majority of cadets could benefit from the experience. There seems to be a lot of talk about leadership at West Point, and up until now, nothing was being done."

"Perhaps expanded, although I do not know quite in what direction."

"A similar program would be beneficial for participation by a large group, but it should be shortened to make the evaluation process easier for the evaluation."

"It should be expanded to give cadets ideas of how they will perform after graduation."

"Expanded, due to its value."

"Kept at the pilot level. I feel that the observations and recommendations were somewhat mickey mouse."

"I think the LDC should be retained at a pilot level for now. There are many ways such a program could be used here at USMA. Right now I believe that the program should be further evaluated until it finds a place within the operation of USMA. I think it should be called the Leadership Evaluation Clinic to avoid any misconceptions of its purpose."

9. Other comments on the conduct of the Leadership Development Clinic; e.g., how could it be improved?

"Feedback should be immediately after each block. Otherwise, the cadet will forget important facts which would be relevant to the evaluation of the program on the cadet."

"To me, the final report seemed to be of a more negative nature than positive. Frankly, I became very worried when I remembered that my Tac would read this report. Possibly the final analysis could be alittle more positive or also saying what I did well."

"I think the program is effective, from a participant's point of view, the way it is and the only change I can see is the reduction of time spent for both assessors and participants."

"Have the requirements for the scheduling more realistic. Cadets have had some practical experience that will influence their decision making process."

"I think it was conducted very well."

"If possible, take into account the cadet's condition at the time of exercises, i.e., is he tired, rundown, sick, etc."

"More areas covered would be helpful to the cadet, e.g., perhaps placing the cadet in various leadership positions. The program needs to be followed up with some type of educational program to help cadets in areas where they are weak."

"The feedback session needs to be sooner after the situations and it should be two-way. The grader should be able to ask for an explanation of actions rather than drawing conclusions based on observations. Also, all graders need to be present to defend judgments made with opinions as to why the cadet was perceived to be strong or weak in each area. Otherwise, the Leadership Development Clinic was overall beneficial to me and I feel lucky to have had the chance to go through it."

"The Clinic was well run and I can't think of anything right off to improve it."

"Set standards of performance remembering that knowledge, stemming from simple RA experience, has not been obtained. (i.e., In-Basket, Training Schedule) I do not have a suggestion, but some of the exercises seemed almost like WPK's."

Blank

"No comment."

"The report should go into greater depth. The evaluators should realize that participating cadets have no familiarity with the job tasks required."

"I enjoyed the LDC. It was interesting and was not a drag to participate in. I do think it's too bad that more cadets don't have the opportunity to participate in it. It is helpful to have someone else observe your actions and tell you how you may be able to improve yourself."

"Get the results to the participants sooner, so that the experience will be fresh and the evaluation more meaningful. This could be accomplished by reducing the size of the groups or by increasing the number of observers. Also giving an idea of where the emphasis for evaluation lies, i.e., Scheduling, Maintenance Review Board, etc., will get cadets to perform at their best, and therefore reduce the occurrence of bad results due to "playing the game" or through boredom."

Blank

Blank

"Make the evaluation more subjective, instead of placing criteria on how the cadet should respond, because situations vary and different actions are appropriate."

APPENDIX C

March/April 1983

LEADERSHIP DEVELOPMENT CLINIC ASSESSOR REACTION QUESTIONNAIRE

Instructions

The purpose of this questionnaire is to obtain your reactions to the Leadership Development Clinic. Please answer all questions as frankly and completely as possible, by circling the appropriate letter that best describes your feelings and/or by writing your comments in the blank spaces provided. The data collected from this questionnire will be used to evaluate the usefulness of the Leadership Development Clinic. Don't sign your name.

1. How effective was the training program in teaching you to assess cadets during the Leadership Development Clinic?
 - a. Very effective (1)*
 - b. Effective (6)
 - c. So-so (0)
 - d. Ineffective (0)
 - e. Very ineffective (0)
2. The length of assessor training was:
 - a. Too long (2)
 - b. Just about right (5)
 - c. Too short (0)
3. What parts of the assessor training program, if any, could be shortened or eliminated without sacrificing the quality of the program?

4. Now that you have been trained to serve as an assessor, how would you rate the value of assessor training to you personally/professionally?
 - a. An extremely valuable experience (3)
 - b. A valuable experience (4)
 - c. Not particularly valuable (0)
 - d. A complete waste of time (0)

 *Numbers in parentheses following responses are the number of assessors choosing each option.

5. How well do the leadership dimensions used in the program portray the junior officer job requirements?

- a. Very accurately (4)
- b. Accurately (2)
- c. More inaccurately than accurately (0)
- d. Very inaccurately (0)

6. How would you rate the value of the Leadership Development Clinic for the following?

	<u>Very</u> <u>High</u>	<u>High</u>	<u>Average</u>	<u>Low</u>	<u>Very</u> <u>Low</u>
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- a. Surfacing cadet strengths and weaknesses 5 (3) 4 (4) 3 (0) 2 (0) 1 (0)
- b. Giving cadets realistic views of the junior officer job 5 (2) 4 (2) 3 (3) 2 (0) 1 (0)
- c. Serving as leadership/management training for cadets 5 (2) 4 (4) 3 (1) 2 (0) 1 (0)

7. How confident are you in the accuracy of the twelve skill ratings made by your assessor group for each cadet?

- a. Extremely confident (1)
- b. Confident (6)
- c. Only somewhat confident (0)
- d. Not at all confident (0)

8. Which exercise(s) contributed most to the program? (You may circle more than one item.)

- a. Scheduling (2)
- b. In-Basket (6)
- c. Maintenance Review Board Group Discussion (5)
- d. Oral Presentation to Company Commander (3)
- e. Counseling (4)

9. Which exercise(s) contributed least to the program? (You may circle more than one item.)

- a. Scheduling (5)
- b. In-Basket (0)
- c. Maintenance Review Board Group Discussion (1)
- d. Oral Presentation to Company Commander (2)
- e. Counseling (0)

10. How valuable do you think your training and experience as an assessor will be in the following areas:

	<u>Very Valuable</u>	<u>Valuable</u>	<u>Very Little Value</u>	<u>No Value</u>
a. Evaluating the performance of cadets <u>outside</u> the Leadership Development Clinic	4 (3)	3 (4)	2 (0)	1 (0)
b. Evaluating the performance of subordinates in future assignments	4 (4)	3 (3)	2 (0)	1 (0)
c. Counseling subordinates/cadets	4 (3)	3 (4)	2 (0)	1 (0)

11. Do you see a role for the Leadership Development Clinic at USMA? If so, please present your thoughts. If not, why not?

NOTE: UNEDITED ASSESSOR RESPONSES TO EACH ESSAY QUESTION ARE LISTED ON SUCCEEDING PAGES.

12. What were the benefits you received from the LDC?

13. Other comments on the conduct of the Leadership Development Clinic; e.g., how could it be improved?

11. Do you see a role for the Leadership Development Clinic at USMA? If so, please present your thoughts.

"Yes. Helping cadets, who are military development failures, identify specific problem areas and obtain guidance as how to correct weaknesses. Also, giving those cadets positive feedback on their strengths. It would also be helpful as a Tac referral for possible "high rollers" or other cadets who the Tac's believe would greatly benefit from the program."

"Yes. Should be used to replace MDRP ratings by peers and instructors. MDRP to be used by cadet COC and Tac. Tac should base evaluations for COC on MDRP and evaluation for cadet development on LDC assessment. Assessment Center dimensions could receive instruction and exercise by DMI and have them oversee program. It would eliminate some of the rinky-dink of their present methods of lecture teaching."

"Selection of high rollers and other cadets."

"Yes. Provides, as close as possible, an objective way to evaluate cadet performances and leadership along 12 well defined dimensions. It lets the cadet know what he is expected to learn from the educational leadership training."

"Yes. Expansion of Clinic so as to become part of an (1) MDRP for low performers, (2) use as a medium to measure leadership in high rollers (Rising Leader's Boards), and (3) as a diagnostic tool to evaluate weaknesses and strengths in cadets."

"Yes. If we streamline the paperwork requirements and possibly cut out the Scheduling and Counseling simulation exercises."

"I see a role for LDC at USMA if two points are included. The first point would be that LDC would be developed when a full time staff of approximately 15 individuals whose primary duty is assessing cadets on leadership development. This section of personnel could be housed under DMI, Research, or the Counseling Center. Secondarily, I believe the Development Clinic should direct itself toward the Yearling Class. A yearling could be assessed on his areas of strengths and weaknesses for company positions and development during his Cow year. This development would occur before acquiring further leadership positions his/her Firstie year. This enables the cadet enough time to train and develop those areas that may need development Cow year, while still being rewarded on his strengths, Firstie year. This Clinic could be used in conjunction with the MDRPs."

12. What were the benefits you received from the LDC?

"New insight into assessment skills. Greater appreciation for experiential teaching as opposed to lecture teaching."

"Better understanding of myself and training in evaluating leadership of those that have problems."

Blank

"I learned an objective way to evaluate cadets, but more importantly I learned things that we should be teaching cadets that in some cases we tend to totally neglect."

"(1) How to set-up and run a clinic, (2) what comprises the standards of leadership, (3) how to observe and evaluate standards of leadership and, (4) integrate observations and make evaluations without regard to personal bias or personal standards."

"Better understanding and appreciation of 13 leadership dimensions."

"The benefits I received included the following: (1) Training in observing specific behaviors, (2) training in data recording and detailed record keeping, (3) made me aware of 12 areas important to leadership development and (4) made me aware of my biases and objectivity concerning these dimensions."

13. Other comments on the conduct of the Leadership Development Clinic; e.g., how could it be improved?

"Clinic is good the way it is. Improvement would need to come about through education/development/supervisor feedback of the support group (COC/TAC/"P's" etc.)"

"Instruction on writing the reports. Streamline the report writing."

"Need to add strategy on report writing to assessor training."

Blank

"At a minimum a two-member team must be assigned to oversee and run the clinic with no other job related responsibilities other than conducting and managing the clinic. Other assessors can rotate in and out for each cycle of training conducted while maintaining the two-member core cell."

"Need full time devoted personnel to perform as assessors. Also need rooms set aside for clinic."

"I would like to see more emphasis put on writing of final reports and training in conducting feedback sessions for participants."

3. What parts of the assessor training program, if any, could be shortened or eliminated without sacrificing the quality of the program?

"Time spent on identifying reports should be shortened. Observation of one simulation is sufficient (2 MRB's: seeing one film twice was too much for me.) Additional time should have been spent on "how to" write final reports."

"None."

"None - need a workbook made up to develop a flow to the handout sheets easy to do."

"I do not feel that any parts of training program should be eliminated."

"None - all of it is essential. (1) More work on establishing uniform standards of evaluation ratings among assessors. (2) Spend more time on how to write reports; format and going from concrete to abstract."

"Too much repetition on the exercises."

"Explanation of the origin of the program could be given in written form,
otherwise all other segments of training are necessary.

APPENDIX D

REACTION BY THREE NCO PARTICIPANTS

"The most positive training I have participated in at West Point that does something to develop skills needed by second lieutenants, I support the program fully and hope it will be expanded."

"The range of responsiveness ran the gamut from evasive soft-shoe to holy patronization to a concerned, well-sensed professional effort that I felt was good enough to enhance a seasoned soldier's performance. The diversity of approaches taken by cadets leads me to the conclusion that the Corps experiences a substantial weakness in this area. My reaction to the clinic from both personal and professional viewpoints is very positive."

"The clinic has a lot of value since it places the cadet in a realistic position, forces the cadet to deal with an actual situation, and make decisions. I would like to see more of this type training which cadets need."

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20. Abstract.

assessors, and NCOs indicates that it provided a valuable leadership development experience for cadets and should be expanded so that more cadets can participate

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